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ABSTRACT

The Institute for Native American Development (INAD) was created at Truman College to provide quality higher education with a variety of educational choices to Native Americans in Chicago. The program has three major components: advising/placement, academic skill development/cultural awareness, and financial aid/job placement. Native Americans over 18 years of age enter the institute and are carefully assessed concerning career and educational aspirations and abilities. They are then placed in programs that Truman College offers, or in programs at other institutions, and financial aid is secured for them. Once the participant is engaged in formal training, personal, educational, and career counseling are provided on a continual basis, and academic skills are bolstered through individual tutoring. Additionally, participants receive personal and cultural awareness development. These multiple support services are intended to facilitate successful completion of vocational training or higher education, to prepare the individuals for eventual success on the job, and to increase both their appreciation of their cultural heritage and their understanding of their own needs and life goals. Job placement and followup also are provided. In the fall of 1981, the INAD placed 124 persons into Truman College and other institutions. This was the largest class of Indian higher education students ever assembled in the Midwest. An evaluation of the program showed that it has been successful and provided suggestions for its improvement. (KC)

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THE INSTITUTE FOR NATIVE AMERICAN DEVELOPMENT MODEL 1979-1983

Illinois State Board of Education

Adult, Vocational and Technical Education

ED233165

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The Institute for Native American Development:

A Community College Model

> "We are on the threshold of vocational education programs which are designed for our people..our development. We ask that you be sensitive to our ways of looking at the world, relating to each other, and performing work. Indian people have strong interpersonal relationships. Our lives are built on separate and distinct heritages. Our perspectives on life are unique in an age of confusion. Our age-old values are being dramatically revived by the dominant culture as if they were new discoveries. As we would appreciate learning the modern processes in research and development, we invite you to learn about us and our ways. We don't want the work done for us. We want to work with you collaboratively in developing processes and solutions to our vocational problems."[1]

The Institute for Native American Development (INAD) was designed to provide quality higher education with a variety of educational choices to Native Americans in Chicago. A number of factors came together in 1978 to promote its development. The location within Truman College proved ideal. The Native American Community members at the time, were looking for additional educational programs. Truman was very interested in recruiting Native Americans. Also, qualified Native Americans were available to plan, implement and administer the program, and funds were available from the Illinois State Board of Education to support the project. All these factors, contributed to the successful beginning fo the Institute for Native American Development. The design was also an additional positive factor. It emphasized the integration of all aspects of the program into a whole,

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[1]Chief Joseph B. Delacruz Educational Programs for Native Americans. Occasional Paper N. 40, (National Center for Research in Vocational Education, Ohio, 1978.)

encompassed by a cultural and social environment created by the Native American staff, students, community organization leaders, and other community members.

The Institute for Native American Development is located in Harry S. Truman College, in the Chicago Uptown area. Truman College has an excellent newer facility, complete with a gymnasium, pool, and theatre. The college offers over 40 different college transfer and career programs for the INAD students to choose from. Truman College has a diverse population comprised of Whites, Latinos, Asians, Blacks, Russian-Jews, Native Americans, and a variety of other ethnic groups. It has many special programs to serve these special groups. INAD is one of the youngest of these programs.

There are approximately 20,000 Native Americans from over 200 tribes living in Chicago, which has the second largest off-reservation population in the country. That population resides mostly in the Uptown/Lakeview/Edgewater area, an area beset with multiple economic and social problems. There are over 20 Native American organizations and programs to serve the Native American community. These organizations and progrmas interface to provide many of the needs of this diverse group.

A survey conducted in 1977 by the Native American Committee, Inc., Adult Learning Center indicated that almost 55 percent of the Native American adults in the area had no high school diploma, that almost 30 percent were unemployed, and that 45 percent existed at or below the poverty level.

Ideally, the problems of these Native Amerians should be resolvable by matching their educational and training needs with opportunities

available in Chicago, resulting in their acquiring marketable skills and eventual employment. Pragmatically, this task had not been possible because of Native Americans' distrust of and history of failure with traditional educational institutions. The nationwide drop-out rate of Native Americans in post-secondary institutions is estimated to be as high as 75 percent. Some services for vocational training and special programs in higher education do exist for this group in Chicago, but their emphasis had been on job placement and 4 year B.A. degree programs (e.g., the American Indian Business Association CETA Program, the Native American Support Program at the University of Illinois Chicago Circle Campus, and the Native American Educational Services), and for a variety of reasons, they have been unable to attract, enroll, or retain significant numbers of Native Americans.

During the 8 month Illinois State Board of Education, Department of Adult Vocational and Technical Education - funded planning and development phase in 1978 for the Truman INAD, it was determined that vocational education for Native Americans in Chicago would be successfully delivered through an intensive support service program, featuring culturally-sensitive and continous assessment, opportunity to explore available career options, a variety of skill training programs, financial aid, tutorial assistance in basic skills, a counseling service which would work toward improving the self-concept and goal achievement of participants, a cultural awareness component, self-management and job readiness training, and an effective job placement service.

These service areas were determined by a Native American program planner, named Michael Limas, and several consultants. Most all of whom

had a great deal of experience in working with Native American adults in various educational and vocational training situations. They designed and distributed a questionnaire to 152 Native American adults in Chicago, ranging in age from 15 to 64. This questionnaire was created to determine the areas of training people wanted, income levels, employment status, educational levels, and their interest in cultural activities, as well as several other factors. The results of the survey proved conclusive with other data that had been obtained through the community adult education program, and Indian CETA. The survey indicated that there was a high interest by the respondents in additional education, there was also a high interest in Historical/Literature courses on Native Americans, 49% were interested in the Business/Office, and Social Service areas of training, slightly less than half were willing to attend classes five days per week, 47% were unemployed or not in the workforce, 38% had incomes below $6,000, 43% were not high school graduates, and 75% were between the ages of 15 and 34.

Since Truman College was already attempting to meet the needs of other groups with many of the above characteristics, it seemed like an ideal place to implement the INAD. Truman had a stable core academic and transfer program, and had developed a variety of career programs. This gave the students a choice. Though the original emphasis of the INAD was vocational assessment and training placement, it wanted to offer its students an academic choice as well. The program did not want to make the mistake the BIA Boarding Schools had made by training Native Americans in short term industrial training, which was not geared to the

job market,[2] or the students interest, skills, and apptitudes.

Truman College also had an open enrollment policy. This enabled students without high school diplomas to enroll at Truman while studying to take the GED test. This was important, as over half of the adult population, were not high school graduates. The only requirements were placement testing and enrollment in remedial courses if reading and math levels were below given levels. In 1981, a new program utilizing Intensive English and Reading Instruction, was initiated at the college to assist students whose reading levels were below the sixth grade. Though most of the students entering the program had above a ninth grade reading, several students did test at the sixth grade level and benefitted greatly from the Intensive Blocks.

Two courses designated for Native Americans were also established. One in counseling and one in Native American History. The counseling course was designed to provide a continuous flow of information to the students concerning aspects of community college life, as well as provide a constant test group to try out new self-development and goal setting materials and experiences. These courses have proven very successful, with the only limitation being that there are no qualified Native Americans to teach them. The City Colleges requires that the instructor have a Master's Degree in Counseling, and presently there are no American Indian people with such a degree. It is felt that this is a major area which could be improved. The History course presented the same problem. There are no American Indian people with Master's Degrees in History in Chicago.

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[2]Margaret C. Szasz, Education and The American Indian (Albuquerque: University of New Mexico Press, 1974, P. 24.

It is crucial that Native American students see Native American faculty in these courses. Not providing the role models in these two areas has resulted in INAD students feeling that the college is not sensitive to their cultural needs. Due to the budget cuts in FY '83, the History course was discontinued.

It is very important to the Chicago Native American community that programs be implemented and staffed by Native Americans. There is a strong feeling, that leadership must come from within, if that community is to continue to grow. The INAD was staffed by an average of 5 full-time, and 2 part-time staff persons. All but two of these staff members were Native Americans. Over half the staff, were para-professionals and did not possess college degrees, thus, staff development was an important aspect of the INAD. Staff members were allowed to take Truman courses free of charge, and encouraged to work with other professionals in the institution to grow in their career areas. Since many of the staff members became students, an atmosphere was created where mutual learning took place between the staff and the students.

Many other American Indian organizations used the INAD to enroll their staff members in courses at Truman College to upgrade their clerical skills, writing skills, speaking skills, etc.

The Institute for Native Ameridcan Development was funded almost entirely through the Illinois State Board of Education, the Department of Adult, Vocational, and Technical Education, although in 1981 the Director's salary was institutionalized by City Colleges, and Truman staff and faculty offered a great deal of inkind services. Funding, however, is not stable, and the INAD is seeking other sources of funding in the near future. In

FY '83, the INAD received a Joyce Foundation grant.

The design of the program is predicated upon the concept of a self-contained unit, the Institute for Native American Development (INAD) housed at Truman Collge. Native Americans over 18 years of age enter the Institute and are carefully assessed as to career and educational ASPIRATIONS AND ABILITIES. Those participants who request placement in programs which Truman offers are enrolled at Truman College, or they are placed in other institutions, and financial aid is secured for them. Once the participant is engaged in formal training, personal, educational and career counseling are provided on a continual basis. Basic academic skills development takes place through individualized tutoring. Additionally, participants receive personal and cultural awareness development. These multiple support services are intended to facilitate successful completion of vocational training, or higher education, to prepare the individuals for eventual success on the job, and to increase both their appreciation of their cultural heritage and their understanding of their own needs and life goals. Job placement and follow-up are also provided.

The programs conceptual model begins with an entry and assessment process, and develops into a synergistic multi-service program, designed specifically for the individual, where personal and cultural awareness overlap with the education/training area and basic academic skills development ending in job placement and follow-up.

THE INAD COMPONENTS

The program has three major components; advisement/placement, academic skill development/cultural awareness, and financial aid/job placement.

Potential participants are recruited into the program through a variety of methods, including advertisement of the program through local cooperating social service agencies, business and industries, community newspapers, door-to-door canvassing, referral of "walk-ins" from the Truman Counseling Office, referrals from the INAD Advisory Council and outreach to special Native American agencies and individuals. Recruitment is ongoing throughout the program year. All staff are responsible. For two years, however, the Outreach Worker had the major responsibility for this function. Having an Outreach Worker increased enrollment by almost 20%.

Once recruited into the INAD, participants are processed and oriented to the program by the Director. They are then introduced to the Advisement Coordinator. At this stage, the participant begins an in-depth assessment consisting of diagnosis, interpretation of test data, vocational exploration, and individual and/or group counseling, all leading to the development of an Individual Education Career Plan (IECP).

After the IECP is prepared for an individual, one of four courses of action is taken by the Advisement Coordinator (with the assistance of the Director as needed) to give proper program placement to the INAD participant.

1. The individual is enrolled in a vocational education program at Truman College or another educational institution.

2. The individual is referred to an appropriate institution (e.g., the Chicago Urban Skills Institute) for G.E.D. preparation or development of other basic skills which are prerequisite for entering the vocational training component of the INAD. After acquisition of competencies at these other institutions, the participant can be referred back to INAD for reassessment.

3. Based upon an IECP indicating an existing marketable skill, a decision is made to refer the individual directly to a job opportunity in the community with the assistance of the Job Developer.

4. The individual is referred to a social service agency in the community to receive needed support that the INAD staff cannot provide, such as marital counseling, drug/alcohol counseling, or mental or physical health services.

Prior to a participant's enrollment in vocational training, the Financial Specialist secures financial aid through CETA, BEOG, ISSC, On-Campus Aid, BIA, and other such sources as appropriate. In FY '83, the Secretary took over this function, and as a result this component was streamlined.

While the student is engaged in vocational training, intensive personal, educational, and career counseling are provided by the Advisement Coordinator with the assistance of appropriate staff members as needed. This is done on an individual and group basis. A Counseling 101 course is one of the group sessions designed to present educational, academic and career materials, filmstrips, films, speakers, and experiences to the participants in a variety of self-management, affective development, job-readiness, career and academic awareness areas.

Also during training, basic skills development necessary for success in training and eventually in the world of work are provided on an individual and/or group basis by the Learning Specialist, Learning Facilitator, and/or qualified volunteers. A student may also be enrolled in Truman College special assistance courses if this is deemed appropriate. The basic skills needed by an indivudal are specified in the Individual Learning Plan (ILP) and can include:

1. Classroom Skills (e.g., reading, writing, math, and communications)
2. Individual Study Skills
3. Library Research Skills
4. Time Management

The basic skills component was fully implemented in November of 1980. Since that time, student requests for the academic services have tripled from FY '80. Also, in 1981, INAD saw its first 6 honor roll students. This was in addition to 2 other students who made the Deans List. In FY '82, there were 15 honor students and three were enrolled in Phi-Theta Kappa. In FY '83, with the loss of the paid tutors, the grades of over half of the retained students dropped drastically. This indicated to us, the importance of a paid tutorial staff.

Another INAD component operational during a student's training is personal and cultural awareness development. This component is coordinated by the Learning Specialist with input from the Advisement Coordinator and the Director. The primary focus is on providing activities which will promote a personal awareness and pride in the Native American student towards his/her culture and community. This is accomplished by conducting biweekly cultural activities to promote an understanding and appreciation of the Native American heritage through: student organized public relations activities; demonstrations of Native American arts, crafts and skills; presentations by Native American lecturers and performing artists; Native American films and displays in the college; a Native American Student Club; and a Native American History course. These activities provide an adjustment atmosphere, whre their identity

as a group within a social setting is established.

Through biweekly ILP and IECP checks, course withdrawal records, official computer grade transcripts, counselor summary sheets, mid-term surveys and outreach records, the Director and Advisement Coordinator monitor and record retention rates within training classes and re-enrollment rates from semester to semester.

A preliminary job application/resume is filled out by each participant seeking either full or part-time employment. This is then matched by the Job Developer to existing job orders which he obtains from newspapers, personal contacts, and referrals from other job placement services.

JOB PLACEMENT

In addition, job readiness skills are provided by the Job Developer. These skills can be provided through individual and group workshops. The Job Developer has the challenge of filling job preferences with available job orders, contact employers for job interviews and when appropriate accompany INAD participants.

A preliminary job application/resume is filled out by each participant seeking either full or part-time employment.

The Job Developer must also maintain and update an INAD job bank by developing job leads with business, industry, and government. The Job Developer also assists other professional staff in conducting periodic job readiness workshops.

The Job Developer places INAD participants in employment in the private sector as well as within the Indian community.

FINANCIAL AID

The Financial Aid Specialist assists each INAD participant to secure appropriate financial aid. The Financial Aid Specialist assists participants in the completion of their financial aid forms, as well as monitors the flow of participant financial aid awards through Truman's Financial Aid Office and through the Bureau of Indian Affairs (BIA). The Financial Aid Specialist maintains the necessary records on financial aid. Since INAD students are members of many different tribes, the BIA agency contacts are an important aspect of financial aid for Indian students.

CULTURAL AWARENESS

There is a great concern to instill personal awareness and pride in the Native American students towards his/her culture and community. INAD facilitates this need through bi-monthly cultural activities and through the student club, United Council of Tribes. Some of the bi-monthly cultural activities have included:

American Indian trip to China, Slide Presentation
Self Portraits: Films by Minorities
Vollyball: Staff vs Students
Basketball: Indian All Stars
Graphic Designer: Lynnette Morningstar
Images of Indians: Native American Film
Simon Ortiz: Native American Poet
Pot-Luck Luncheons
Information Booth: Ak Chicago AIC Pow-Wow
Water Carnival
Parental Stress & Child Abuse Workshop
Consumer Education Workshops
Home: Native American Film
Indian Women Coming Together Counseling Group
Paula Gunn Allen: Native American Poet
The Longest War: Native American Film
Indian Treaties: Native American Film
Study Workshops
Bake Sales
Public Relations Workshops
Mother of Many Children: Native American Film

Bitterwind: Native American Film
U.S. Legal System and You: Slide Presentation
It's Not Enough: Native American Film

A special room was set aside as the student lounge and club area. This fostered a sense of community by the American Indian students in the college.

UNITED COUNCIL OF TRIBES - STUDENT CLUB

The United Council of Tribes was established in 1980 by the students of the INAD. The purpose of the club is to form an organization responsive to the educational and cultural concerns of Native American students at Truman College. The other purpose of the club is to inform non-Indian students about Native American culture.

The United Council of Tribes club is also a member of Truman's Student Government Association. All student clubs at Truman College are required to send a representative to the monthly Student Government meetings. Each student club must abide by the guidelines established by the student government. As a result, the U.C.T. members must choose officers and have a sponsor. This involvement with other clubs and the Student Government serves to enhance the non-Indian student's awareness of the Indian students.

INAD, along with the U.C.T. provides cultural events such as: guest speakers to provide information about their professions, cultural films, post-luck luncheons, fundraising events and extra curricular sports activities. Besides providing cultural events, INAD and U.C.T. also provide various career workshops. The subjects covered during these career workshops include: resume writing, job search procedures, interviewing

techniques, American government, filling out job applications, Native Americans in various careers, tips on studying, and tips on moving up in a career.

The main event of INAD and U.C.T. is Indian Days. Indian Days takes place in the spring and lasts 2-3 days. The students bring in exhibitors and use resources from the community. The exhibits include beadwork demonstration given by a U.C.T. member. Navajo rug weaving demonstration is provided by Pauline Lee, a member of the Indian community. Along with these exhibits are NAES Bookstore, the only Native American Bookstore in Chicago, the American Indian Gift Store, a Native American owned jewelry store. A Native American film is provided during Indian days free to the community as well as the Truman faculty and students. During the first day of Indian Days, fry bread is given away.

An art exhibit by Native American students at Truman and The Chicago Indian Artist Guild takes place during the week. In culminating the activities, a Pow-Wow and Pot-luck is held in the cafeteria of Truman College. The students and the staff of INAD provides the food to the community. Every year there are approximately 500 people who attend the INAD Indian Days.

THE INAD STUDENT VIEW

The staff at INAD decided to ask some of our graduates the following question: Do you feel there is a need for the INAD?

Ben Scott, Chippewa
First Graduate of INAD, Spring 1981, A.A. Degree

"INAD has a great tutorial service available to all INAD participants. Without the help of INAD, I don't think I would have finished. INAD also helps each student with financial aid, especially with Bureau of Indian Affairs (BIA), where most colleges wouldn't know what BIA was."

Lorrie Dennis, Chippewa/Menominee
Spring 1982, A.A. Degree

"INAD gives Indians a chance to experience the need and growth of higher education together. It also gives us a place to belong within an institution which otherwise alienates Indians. Presently I am attending Columbia College at which there is no support program and a low ratio of Indians. The difference between INAD and here is that I feel alone with no one to give me moral support when I need it."

Peggy Desjarlait, Arikara
Spring 1983, A.A. Degree

"There were many times when I wanted to just give up, but INAD always helped to get me motivated again. I liked the encouragement I received from the INAD staff. They gave me individual attention and helped me a great deal concerning financial aid."

Allan Clah, Navajo/Choctaw
Spring 1983, A.A. Degree

"Just knowing that your people are there pulling for you to succeed makes things a lot easier. During those times of academic crisis, I received moral support I needed from the staff and fellow students at INAD."

Lydia House, Oneida/Menominee
Spring 1983, A.A. Degree

"I feel there is a dire need for the North American Indian to have a feeling of belonging in an atmosphere which is comfortable and reassuring. Many Indians have a tendency to shun away from most institutions which offer no support. INAD offers many opportunities to the Indian community by giving direction to new students, providing social activities, and curriculum guidance, financial aid assistance and much, much more.

In the Fall 1981 Semester, INAD placed 124 persons into Truman College and other institutions. This was the largest class of Indian higher education students ever assembled in the midwest. This student body had the following characteristics; 71% were women, 64% were between the ages of 18 and 30, 25% do not have a high school diploma, 98% had incomes below $6,000, and the majority were from the Chippewa, Oneida, Sioux, and Menominee tribes.

Many of these students were G.E.D. graduates from the Native American Committee, Inc., Adult Learning Center, and wanted to continue their educations. Many of them had received short term training through the Indian

CETA program and realized they needed additional education in order to compete in the job market. There also existed a rather large group who were "exploring" different educational experiences through INAD for the first time.

When asked how they heard about the program on a 1982 survey, most students said, "word of mouth". When asked why they wanted to go to school, most said to "improve myself", and "get an education". Surveys are conducted twice a year to determine a student's knowledge of INAD services. One questions asked on the survey was "What do you like best about coming to school at Truman?" Eighty percent responded "INAD". Other responses ranged from "my classes" to "getting an education". This response led us to believe that the services which the INAD staff were providing, and the atmosphere created by the program were two reasons students were attracted to Truman.

There appears to be a direct correlation between the number of services a participant receives, and his academic achievement, as well as his retention.

In a 1980 "drop-out" study conducted by INAD, it was discovered 89% of those students who had received the gamut of services; tutorial, personal counseling, complete assessment, and full financial aid, remained in school.

The retention rate from Spring Semester 1981 to Fall Semester 1981 was 65%. This contrasts sharply with a national 25% retention rate for Native Americans in college.

Truly, the largest problem facing the INAD student is financial. On the November 1981 survey, 85% of the respondents answered the question,

"What has been your biggest problem at Truman?", with the answer "financial" or "financial aid".

A major roadblock in obtaining full financial aid packaging for students has been the fact that they do not, for the most part, make the decision to attend college until June or July. Thus, their financial aid applications are filed late and only limited amounts of money are available at that time. Problems are also compounded, by the high mobility of the population. Many tend to move before their financial aid grants are returned to them. This lengthens the time before they actually receive any financial aid monies. Native American newsletters throughout the country are spreading the word to file financial aid forms early, as this has been a national problem.

There are however, a small number of students who are able to pay their tuition, or whose employers provide payment for courses as part of staff development. This number is slowly rising, but Census Data seems to indicate that the majority of Native Americans who wish to attend college in Chicago during the 80's, will need increased amounts of financial aid.

The challenge that INAD faces in the future are; to develop new, and more culturally relevent methods of service delivery to provide more alternatives for Native American adults seeking higher education or vocational training; to secure continued financial aid for students; to expand the cultural component; and to secure continued funding for the INAD program itself.

The Institute for Native American Development was designed to provide

access for Native Americans to Chicago Community Colleges. Its main goals were to do two things; one, attract the Native American population and provide quality service; two, retain them and provide job placement once they completed programs. The INAD, which has just completed its fourth year has successfully completed its first major goal, it is now in the difficult process of the second.

INSTITUTE FOR NATIVE AMERICAN DEVELOPMENT
ADVISORY COUNCIL MEMBERS
FY '80 - FY '83

Mr. Louis Thomas, Manager
Native American Committee, Inc.
Adult Learning Center

Mr. Keith London
Illinois School of Commerce

Ms. Georgianna Keahna, Director
American Indian Business Assoc.
Indian Training and Employment Program

Dr. John W. Gianopulos
Vice President of Career Programs
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Renee de la Cruz
Student

Mr. Larry Albor
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Ms. Joan Jourdan, Director
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Ms. Faith Smith, President
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Dr. Jane Browne
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Dorene Wiese, Director
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SUMMATIONS OF DATA COLLECTED
FY '80 - '83

Tribes Most Represented By
INAD Students

1. Chippewa
2. Menominee
3. Oneida
4. Sioux
5. Winnebago
6. Choctaw
7. Pima
8. Pottawatomie
9. Navajo
10. Ottawa
11. Arikara
12. Cherokee
13. Kickapoo
14. Tlingit
15. Omaha
16. Delaware
17. Kiowa
18. Blackfeet
19. Mandan Hidatsa
20. Apache
21. Seminole
22. Flathead
23. Assiniboine
24. Mohawk
25. Seneca
26. Pueblo
27. Tuscanora
28. Eskimo
29. Zuni
30. Papago
31. Laguana Pueblo
32. Yavapai
33. Skokomish
34. Southern Ute
35. Hopi
36. Comanche
37. Cree
38. Mesquaki

AVERAGE SEX/AGE DISTRIBUTIONS OF
PLACED STUDENTS
FY '80 - FY '83

SEX	
Male	30%
Female	70%
AGE	
16 - 20	10%
21 - 25	38%
26 - 30	31%
31 - 35	9%
36 - 40	10%
41 - 65	11%

TRAINING AREAS OF HIGHEST DEMAND
FY '80 - '83

1. Liberal Arts Transfer Programs
2. Secretarial
3. Business
4. Data Processing
5. Child Development
6. Nursing
7. Accounting
8. Medical Records
9. Social Services
10. Engineering
11. Law Enforcement
12. Speech and Drama
13. Drafting
14. Education
15. Art
16. Journalism
17. Physical Education
18. Intensive English
19. Auto Mechanics
20. Cosmetology
21. Auto Body
22. Film Making
23. Pre-Law

STAFF MEMBERS
FY '79 - FY '83

I. Project Staff

A. Project Directors: Michael Limas FY '79 - FY '80
Dorene Wiese FY '81 - FY '83

B. Advisement Coordinators: Valerie Gangware FY '80
Dana Nevo FY '81 - FY '83

C. Learning Specialists: William Oandasan FY '80
Meredith Logan FY '81 - FY '83

D. Financial Specialists: DeAnn Martin FY '80
Floria Forcia FY '81 - FY '82
Lidia Carrillo-Billie FY '83

E. Outreach Worker: Roxanne Skenandore FY '80 - FY '82

F. Job Developer: Ben Scott FY '80 - FY '83

G. Secretaries: Renee de la Cruz FY '79 - FY '80
Lidia Carrillo-Billie FY '80 - FY '83

H. Learning Facilitators: Meredith Logan FY '80 - FY '81
Michael Kroger FY '80 - FY '81
Sandra Snyder FY '81 - FY '82
Renee de la Cruz FY '81 - FY '82

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Delia Kohel
Marvin Scott
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Carol Belille
Gloria DeMarrias
Estelle House
Carla Lopez

II. Consultants: David Mingo
Lyman F. Pierce
Patrick O'Brian
Otis Sanders
Louis Delgado

SUMMATIVE EVALUATION
(7/1/79 To 6/30/83

ON

INSTITUTE FOR NATIVE AMERICAN DEVELOPMENT
by

LYMAN F. PIERCE
External Evaluator

and

DORENE P. WIESE
Project Director

I. INTRODUCTION:

This summative evalution consists of whether the project objectives were met, a program review and a general analysis of the program impact. Recommendations also will be made for future programming. It should be noted that this is the first Native American Vocational Assessment, guidance and training pro-ram in the state. Therefore, there were no exemplary models to be followed. However, this program did have the luxury of having seven months to plan its first year's program design.

One item of convern was whether or not an Institute such as this one would work in a highly structured settin; such as Truman College. This evaluation should answer this question.

In any case, this summative evaluation with its conclusions and recommendations will express the results and impact of this first four years of operations by the Institute for Native American Development at Truman College, Illinois.

II. ACHIEVEMENT OF OBJECTIVES:

OBJECTIVE I: Design and implement an Institute for assessment, vocational training and supportive services.

Initially, Truman College was awarded a Planning Contract to design a vocational training program for Native Americans. This contract was for seven months in FY '79. As a result of this planning grant, the Institute for Native American Development emerged as a design for assisting Native Americans into vocational training. Upon submitting this design to the Illinois State Education Department, Truman College was awarded a contract to implement the design.

II. ACHIEVEMENT OF OBJECTIVES: (CONT'D)

OBJECTIVE I: (Cont'd)

However, the funding level for this contract, after final negotiations, turned out to be less than the budget that was originally submitted. As a result, one position had to be cut. A decision was made, therefore, to cut the Learning Specialist position in FY '80. This vitally affected the overall design, administration and implementation of the project. It meant that the design had to be altered, main staff had to double up on their tasks and the general programming of students was affected in respect to the various program's components. Nevertheless, the design was revised so that the program was able to start operations as of July 1, 1979.

The program began with a full time staff of five people, namely a driector, secretary, advisement coordinator, financial aid specialist, and a job developer. Learning facilitators and tutors were added later, as was an outreach worker, and a learning specialist.

The Institute staff set out quickly to develop the program as fully as possible. Outreach and recruitment, for instance, were started immediately. Then the four main components of the Institute were established, i.e., the entry process, assessment, academic skills development and finally, referral to a vocational skill training program.

Finding: The Institute for Native American Development made an impressive start as a new program at Truman College and within the state. Since this was the first vocational training program of its kind focusing on Native Americans in the state, this project was under the scrutiny of many people and agencies. In fact, in my opinion, it has proved its worth and effectiveness as will be readily apparent in the statistics.

II. ACHIEVEMENT OF OBJECTIVES:

Finding (Cont'd) In any case, this objective was met in the first year of operation, namely to design and implement an Institute for assessment, vocatinal training and supportive service for N[illegible] Americans.

OBJECTIVE II: Recruit and provide services for approximately 150 to 200 clients over 18 years of age, per year.

Finding: Objective met. The maximum number of clients to be served per year was 293, in FY '80. The program served 1092 clients in total during the past four years.

Comments: Outreach and Recruitment was accomplished by flyers, letters, newspapers, other Indian agencies, word of mouth and by staff.

OBJECTIVE III: The program will place 75 - 160 persons into Vocational Training programs.

Finding: The program placed an average of 146 clients into job skill training programs, per year. The maximum placed was 175 in FY '82. Therefore, achieved.

Comments: The process by which a client entered a training program was the following; Intake, assessment, development of an IECP (Individualized Educational Career Plan) and then placement into an appropriate vocational training program. The support system then followed the enrolled client for additional assistance. Students were placed not only at Truman College, but also at other vocational institutions and four year colleges, however, 95% were placed at Truman College.

OBJECTIVE IV The Institute was designed to provide remedial and tutorial services, counseling support services and assist clients in securing financial aid.

Finding: The institute did provide these services. Although remedial and tutorial services were weak at first, these services became stronger as a learning specialist and paid tutors were added in FY '80-'82. Counseling assistance was very individual and personal. All students had access to all staff, for instance, without bureaucratic layers. Finally, all of the 584 students that entered training were assisted in financially packaging their programs.

Comments: These services were the core of the INAD. Suffice it to say here that the limited staff was hard put to provide these services optimally all the time, due to the number of students and their personal and financial problems. Ninety eight percent of all of the INAD participants required financial aid. Assisting them with their financial problems became a major thrust of the INAD. Without money, the students could not get to school, buy books, or find housing and daycare.

OBJECTIVE V: Place clients in employment.

Finding: Due to the fact that students were interested in one year and two year training programs primarily, few students had considered employment opportunities before the end of the first school year. However, more students requested job related information and assistance each year the INAD was in existance. In total, over 100 participants were placed in jobs over a three year period, with only a part-time job developer.

Comments: Employment was a problem, as students lacked any work experience. But programs like the College Work-Study Program and the Cooperative Education Program provided first time work experiences for over 100 students.

PROGRAM REVIEW:

Methodology: The assessment of various aspects of this Project were accomplished by means of interviews with project staff, students, Truman College staff and community members. Some inferences were also drawn from the previously cited objectives and how they were met. Finally, some conclusions were made from the statistics.

The Review considers eight areas. They are staffing, outreach and recruitment, the entry process, the personal development component, the academic assistance component, the vocational training component, the high support system and placement services.

I. STAFFING:

The initial staff of five was one position short as the project started. Because of budget constraints the Learning Facilitator position was cut out. This, of course, affected the design and program of the Institute right away; for this person would have been coordinating the academic assistance program. As a result, the Director had to redesign the program, including staff responsibilities.

Additional birth pains were costly and bothersome. The Advisement Coordinator first resigned. Therefore, a new one had to be hired. New staff required training. However, as the school year began, many students flooded the Institute office with personal, financial and academic problems. This situation, of course, put an immediate pressure on the as yet untrained staff. Nevertheless, they saw it through.

Despite all of these adverse initial development situations, the Director sought to establish the components of the Institute as well as coordinate them so that they would interface for student optimal benefit and assistance.

PROGRAM REVIEW (Cont'd)

I. STAFFING (Cont'd)

OBSERVATIONS:

1. Project had initial staff hiring problems.

2. Staff hired was semi-skilled and somewhat untrained for a project of this magnitude.

3. Staff hired was required to do more than a specific job role because of the student's needs and the design of the Institute.

4. Staff hired were forced to adjust to at least two operating rules and guidelines, namely, the Institute for Native American Development and Truman College.

5. The staff had to coalesce as a team to meet student needs, a unique project design and Truman College requirements. This situation clearly was a tall order for a new fledgling staff.

Comments;

1. Staff acquired training under a lot of pressure.

2. Staff became functional and adequate in responding to student needs, achieving some of the Project's objectives and operative within the Truman College/Chicago City College complex.

3. They certainly were effective enought to achieve all the project's major goals.

II. OUTREACH & RECRUITMENT:

The recruiting effort was accomplished with a minimal amount of difficulty. Announcements were sent out by means of flyers, letters, posters, word of mouth, and by staff. It appears, however, that two significant situations were also present in the Indian community which made recruitment easy, namely, (1) that many Indian people desired job-skill training and (2) there were more people than was imagined.

A further situation aided the recruitment efforts. The fact that

II. OUTREACH & RECRUITMENT (Cont'd)

the Institute staff was primarily Indian was a selling point. Indians recruiting Indians to a college where they would be supported by an Indian staff was certainly a plus factor; for there certainly was comfort to know that they were aided by Indians while adjusting in a strange and impersonal bureaucracy.

Finally, Outreach and Recruitment was one of the first major tasks of the Institute for Native American Development. The Outreach and Recruitment was done in a myriad of ways. However, the bottom line is that such efforts were most effective when INAD had an Outreach Worker in FY '81-'82.

III. ENTRY PROCESS:

This process consisted of screening applicant's and evaluating their training needs and desires. It included completion on an application for assistance, a personal interview, testing, assessment, diagnosis, and finally, an Individualized Education Career Plan (ECP). When the IECP was established, then the client was counseled as to an appropriate training program and training site.

This Entry, Assessment and Goal-Setting Process resulted in 584 people assigned to twelve different training sites. They enrolled in over 23 different training programs. The age range was 16 to 60 years of age. Most of the students were between the ages of 21 and 35. Finally, thirty-nine tribes were represented.

OBSERVATIONS:

1. This Entry process was functional but not up to the full design until FY '82.

III. ENTRY PROCESS (Cont'd)

OBSERVATIONS (Cont'd):

2. One of the shortcomings was in the first semester when when the IECP was developed. It was developed primarily on the basis of personal interviews rather than a combination of such with full testing and assessment procedures.

3. Once the testing and assessment activities were more firmly established, then the clients of INAD were programed on the basis of the initial design. However, the personal interview still lingered as a preferred method of developing the IECP. (This was somewhat due to the bias of the Advisement Coordinators.)

Comments:

1. Testing and Assessment were weak at first but improved as program progressed.

2. Personal interviews remained a primary factor in determinining the student's IECP throughout the first two years.

3. IECPS were developed for over 600 persons. It assisted them in deciding about training programs as well as training sites.

4. Indian students may have preferred the personal interview more than testing. However, adequate testing can provide additional indicators and information to the counseling session that even the client may not know. Nevertheless, initial basic IECp'S were developed for INAD's clients. This was probably the first time they attempted to set some educational and career goals in their life.

5. IECPS are the key to sound job-skill training and training site choices. It is hoped that greater attention is focused on this critical initial client assistance activity.

IV. CAREER AND PERSONAL DEVELOPMENT PROGRAM:

This component in the project was designed to develop in a person those skills necessary to manage their lives in a self-fulfilling manner. This was to be accomplished through counseling, developing a career and cultural center and, finally, by means of special events. Instruction and counseling were to be

IV. CAREER AND PERSONAL DEVELOPMENT PROGRAM (Cont'd)

given in self-management skills, affective analysis, career mobility, job readness skills and cultural awareness. The career and cultural components were suppose to have career information, personal development literature as well as arts and crafts. Finally, the special events proposed were cross-cultural exchanges, Native American displays and developing a Native American student club. All of these activities were geared to aid the student with personal and career development. In short, personal growth, functional coping skills and self-direction were to be the end results.

OBSERVATIONS:

1. Group counseling was initiated but not to the fullest extent possible. Self-management skills and affective analysis were addressed. However, career mobility and cultural awareness were indeed successfully implemented.

2. A Career Center was developed which eventually turned into a student lounge and social area. In this area career information, job opportunities and Native American literature were displayed.

3. Special events were held several times each month, each year. Speakers were brought to the school to address Indian and non-Indian students. Art displays were presented during the year. Also a Native American student organization was formed.

Comments:

1. The activities sponsored, provided an adjustment atmosphere for the students.

2. It also provided an identity for the students as a group with a new social environment.

3. The component was run informally rather than formally. However, this seemed to work well with the students.

4. The one area that should have been addressed more adequately because of its critical need for most of the students was the training in self-management skills. It finally was attempted the second year but the trainer was limited in her training to handle such an area, until the third and fourth year.

IV. CAREER AND PERSONAL DEVELOPMENT PROGRAM (Cont'd)

Comments (Cont'd):

5. The goal-setting and life planning components, once fully implemented proved very successful. By the fourth year, the INAD saw very positive changes in student self-management skills.

V. ACADEMIC ASSISTANCE COMPONENT:

It was assumed that many of the students that were likely to come to the Institute would not have their high school diploma, (25% did not), possess sufficient skills in Reading, Math, or English, or in study skills to cope with the learning situation in a community college. Therefore, this component was suggested and designed to both address these student needs as well as being a tutorial suppot system for all of the Native American students.

OBSERVATIONS:

1. This component was late in getting started because the coordinator position for this component was cut from the original budget. However, the Director was able to establish this component's activities by the middle of the first year.

2. Basic skill assistance and tutorial services were offered by peer tutors and part-time paid tutors, and volunteers.

3. The academic assistance was used by approximately ½ of the Native American students.

Comments:

1. These activities did provide basic skills for those who needed it.

2. This component did provide tutorial services on a request basis.

3. This component did serve as one piece of the overall high support system offered to the Native American students throughout the year by the Institute for Native American Development.

4. The assistance became coordinated with Truman College's tutorial service, the Native American Committee, Adult Education and the Urban Skills Institute in FY '82-FY '83.

V. ACADEMIC ASSISTANCE COMPONENT (Cont'd):

Comments (Cont'd):

5. A Learning Coordinator was hired in FY '82 to coordinate this component.

VI. OCCUPATIONAL/VOCATIONAL TRAINING COMPONENT:

This component, of course, is the primary thrust of the INAD Project, i.e., to assist Native Americans entering vocational training programs. Based on several surveys of the Native American community's career interests, job market analysis, the literature review, and the response of the business and industry, several training sites were identified and agreements negotiated for the use of them. The career areas initially selected for possible entry were Business courses, Allied health, Computer training, Transportation, Electronics, Construction, Industrial productions, Social services and Counseling.

OBSERVATIONS:

1. Of the 1092 clients served, 584 were placed into a vocational training program.
2. Twenty-three different training programs were entered.
3. Twelve different training sites were utilized.
4. Truman College enrolled most of the students.
5. The project's main objective, namely, to place 75-160 Native Americans into vocational training, per year was met.
6. At first the students thought of vocational training in terms of 1 year. As the year progressed, they began to think of year training and four year educational paths.

Comments:

1. Vocational training placements would have been higher if Chicago CETA had come through with its initial agreement of 90 slots in FY '80.

VI. OCCUPATIONAL/VOCATIONAL TRAINING COMPONENT (Cont'd):

Comments (Cont'd):

2. Vocational training placements also would have been higher if the American Indian Business Association CETA Director had cooperated and collaborated closer with the program.

3. Despite these set backs, the Institute for Native American Development placed 584 students into vocational training programs during the past 4 years.

4. If for no other reason then No. 3, this project achieved its mission. It also served another 300 Indian persons in one fashion or another. For instance, some people were assisted by telephone or by personal contact and immediate referral. Such assistance never showed up on the INAD statistics, as they were not recorded.

5. Finally, the staff merged and interfaced with Truman College staff with good results. Neither staff could have accomplished the task for admitting and financially packaging 584 Indian students without each other's help.

VII. HIGH SUPPORT SYSTEM:

The theoretical conception was that the INAD counseling staff, the various components of the Institute in conjunction with Truman College staff and services could be a very effective and responsive support system for Native Americans enrolling at Truman College. Given an impersonal and hitherto untried environment with limited services to specifically respond to Native Americans in all cases, it was believed that a project like the Institute established within the structure of the Chicago City College system would be a useful supportive mechanism for Native Americans.

OBSERVATIONS:

1. The Institute was an important mechanism to recruit and establish a flow of Native American students to Truman College. Previously, minimal enrollment had taken place. No more than 10 Indian students per year had attended Truman College.

VII. HIGH SUPPORT SYSTEM (Cont'd):

OBSERVATIONS (Cont'd):

2. The Institute was important to assist the students in all phases of college life. This would not have occurred for Indian students without the Institute staff.

3. The Institute was necessary for retention, cultural and group identification and as an informal, personal place to run for help.

4. Finally, the high support system was designed to be an enabler mechanism to aid the student to fully adjust to college life and to Truman College as an institution.

Comments:

1. Certainly 1, 2, and 3 under OBSERVATIONS would not have occurred if the Institute was not established at Truman College.

2. The Support System certainly was very critical in the first year of program implementation.

3. The effectiveness and efficiency of the system was improved over time. However, the Institute was an initial haven an parent surrogate for many of the students who enrolled in college for the first time in their lives.

4. The self-management and prep aspects of the support were extremely weak at first. However, they did improve as the program progressed.

5. It soon became apparent that students' personal problems outweighed their academic problems. These needs certainly indicate that more work needs to be done on a personal component.

6. Stronger tutorial services are also necessary, including study habits and skills.

7. Finally, some sort of collaboration between the Institute Support System and Truman College's Support System need to be vitally linked and interfaced. This will allow for comprehensive assistance for a given student.

VIII. PLACEMENT SERVICES:

Placement services were intended to be provided for everyone upon

VIII. PLACEMENT SERVICES (Cont'd):

completion of their training program. However, the first year of the Project did not anticipate that the students would opt for more than one year of training. As it proved out, however, this became the case. Therefore, very few students requested assistance in finding jobs. However, over 100 students were assisted in finding jobs from FY '80-FY '83.

GENERAL CONCLUSIONS

1. The Institute for Native American Development was established at Truman College as designed.

2. The Project accomplished its primary mission, namely:
   a) an average 273 clients were served per year.
   b) an average 140 clients were placed into vocational training programs each year.

3. First year implementation is always difficult. However, despite early growth pains the components of the Institute were set in place and made functional by FY '81.

4. Staff hired did an acceptable job. The major challenge was to implement a new program design in its first year at a new institution.

5. The personal development component could have been stronger. Because it became obvious from student personal needs that training in self-management and coping skills were needed, more attention and development should have been given to this component.

6. The Institute per se as a unique and new design for assisting a culturally different group to adjust in a new environment was certainly proven effective and viable.

7. The high support system was necessary for adjustment and retention. While it was not as fully developed as designed, it did serve its purpose.

8. Because of the demand on the part of students, more attention was given to admissions, financial packaging, course enrollment and personal problems than the full Institute design which included full assessment, self-management skills, academic prepping and tutorial aid. In short, basic student services were being done by the Institute rather than fully implementing the design.

VIII. PLACEMENT SERVICES (Cont'd):

GENERAL CONCLUSIONS (Cont'd)

9. The Institute was very effective in setting up a base of operations to recruit and assist Native Americans in entering Vocational training programs.

10. The Institute is the first effective program in Illinois to recruit and train Native Americans in Vocational Education.

RECOMMENDATIONS FOR THE FUTURE

1. Expand and improve the personal growth and self-management component.

2. Develop stronger the academic assistance activities.

3. More complete testing and assessment is necessary to establish the IECP.

4. In order for the program to continue to work, full funding for all components and positions is necessary by a stable funding source.

5. Truman Student Support Staff need more understanding of the Institute design and training in terms of their respective roles and functions.